



STAND Newsletter

Sharing resources and promoting training and education for professional development

Volume 13, Issue 2

September 2003

President's Letter

Dear Colleagues,

Once again, thank you for another term as STAND President! Also, I take this time to thank Tracey Connolly for an outstanding job as STAND Program V.P. Tracey is now a DE Quality Partnership Board member. We miss her on our STAND Board; however, we wish her much success.

Thanks to Larry Trunfio for compiling this informational newsletter. He has included some interesting articles on Self-Directed Learning (SDL) and he has included games and training tips for us. Thanks to Pat Burrell for our successful July picnic and to you for food and money donations.

I look forward to seeing at our STAND meeting on Friday, September 12 from 9:30 a.m.-12 Noon at the University of Delaware Paradee Building. Our guest presenter is Sheela Mierson, President of Creative Learning Solutions.

Sincerely,
Wanda Hyland Isler

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Vision without
action is a
daydream.

Action without
vision is a
nightmare.

Japanese Proverb

Self-Directed Learning: Aligning Individual and Organizational Goals in Employee Development

What is Self-Directed Learning?

Self-directed learning (SDL) is a process by which a learner decides on and controls the pace, direction, and/or nature of his or her learning experience. In this approach to education, learners are responsible owners and managers of their learning process. They identify their own learning needs, set learning goals, locate appropriate resources, create and carry out a plan to meet those goals, and evaluate their progress. Understanding more about this approach and finding ways to incorporate it into the work we already do as trainers, administrators, supervisors, and human resources managers will make us more effective at developing our employees.

Founding Principles

This approach to employee development is founded on the ideas of people like Malcolm Knowles who pioneered the study of adult learning. SDL is based on three basic principles of adult learning:

1. **Adult learners are driven by the need to solve problems, to be able to do something new, or to make a decision.** The goal of training is not just to get more information, but to be able to perform better. Although information may be needed, it does not automatically transfer into performance — performance comes from practice and experience.
2. **Adult learners vary in many ways: experience, interests, priorities, readiness to learn, and preferred learning styles.** These differences increase with age and experience. Even among individuals doing the same job, learning needs can be very different.
3. **Adult learners want to direct their own learning efforts.** They will accept responsibility for their own performance and have an idea of what they need to do to improve it. They may need help identifying learning objectives, creating a plan to meet those objectives, and carrying out that plan. They will also need feedback to let them know how they are doing. But they do not need to be motivated and controlled by a trainer.

By finding ways to facilitate and incorporate SDL into employee development practices, we acknowledge these characteristics and tap into learners' intrinsic motivators. We can help employees take charge of their own development and become life-long learners.

About 90% of all adults conduct at least one self-directed learning project a year. Typical learners engage in five, spending an average of 100 hours on each project.

Allen Tough

Why do we need self-directed learning?

According to a 1995 study conducted by the Federal Government (Leadership for Change: Human Resource Development in the Federal Government), the Merit Systems Protection Board found that:

- Many employees were sent to trainings that had no relation to performance needs.
- Many employees felt that they did not received the training they needed to perform their jobs.
- Although training budgets were a problem, a more serious concern was that agencies did a poor job of identifying their organizational needs and linking them to their training needs.

When supervisors do not tie training needs and development plans to long-range organizational performance plans, the funds for those training needs and development plans become likely targets for elimination when budgets become tight.

Office of Policy & Evaluation, Perspectives, June 1998

In fact, this report said that many agencies sent employees to training as a reward for good performance or because they could be spared from their duties. Not only is this practice counterproductive to the operation of the organization, it also puts future training resources at risk. When organizations do not link training needs and development plans to long-range organizational performance goals, those funds become likely targets for elimination when budgets become tight. And we all know that budgets are already tight.

Integrating Self-Directed Learning

Self-directed learning can be facilitated and supported in many ways. It can be as simple as creating a resource library or resource sharing network which allows employees to pursue topics of interest. It could also be access to computer based or web based training programs as well as other types of self-paced training programs. It could be supported by study circles or discussion groups that either work in conjunction with traditional training courses or independently.

However, in order for self-directed learning to be successfully used in any training program, it must be systematic. One of the most important aspects of incorporating self-directed learning into the workplace is to be able to link organizational goals with the developmental goals of employees. Most employees, however, have a hard time identifying how their work fits into the broader performance objectives of the organization. Therefore, they need the assistance of their supervisors, human resource staff, and their training administrators to help them make that connection. All learning activities can be designed to make positive contributions to the achievement of both the personal and organizational goals.

In order to be successful self-directed learning programs must



have the following three ingredients:

1. **Planning:** Individualized learning plans should be created for each employee who is interested in pursuing self-directed learning. These plans should include learning objectives which are based on organizational goals as well as personal needs, specific learning goals that are related to those objectives, and an action plan on how those goals will be achieved.
2. **Support:** Learners will need to have a collection of various resources that will help them to meet their goals such as books, training courses, work teams, access to content experts, and the Internet.
3. **Feedback :** Learners will also need to get feedback on how they are progressing. This feedback should come, in part, from the employee's supervisor. A more significant source of feedback, however, should come from self-assessments. Employees should be given the skills to evaluate what they have done, what they have learned, and what else they need to do or what they need to do better.

This systematic approach to employee development can be realized in different ways. It could be incorporated into employee performance plans or take the form of learning contracts signed by the supervisor and employee. (For more information on learning contracts, see the article on the following page.)

Self-Directed Learning Calls for New Roles and Responsibilities

Change in role of training administrator

- Move from offering standard programs to focusing on supporting performance improvement and learning
- Moving from the classroom to the workplace
- Providing more information to employees about the skills and competencies needed for their current jobs and long-term career goals
- Counseling on how to identify personal learning needs
- Advising and procuring learning resources

New roles for managers and supervisors

- Supervisors may be expected to do more of their own training – particularly in specific technical or job-base training
- Must become better at planning and carrying out on-the-job training
- Must become better at coaching employees
- Must be able to complete development plans with employees
- Must be able to identify and get resources

Cultural changes in the organization

- Make employees responsible and accountable for their self-directed learning
- Make learning resources available (resources include quality feedback, information on needed skills and competencies, ideas on development options, and time to pursue those options)
- Reasonable access to those learning resources
- Support and encouragement from the top – a culture that rewards learning and offers multiple opportunities for development is likewise critical

New Roles for Employees

- Change their view of training – no longer an entitlement to which all you have to do is show up
- Take responsibility for their own learning and development
- Focus on linking self-directed training to job development or long-term career development
- Learn new skills to be able to plan what, when, and how to learn
- Recognize and use opportunities to learn and develop in ordinary daily work
- Learn not to be daunted by the challenge of identifying what to ask for and how to ask for it

Employees may not be ready to fully accept these responsibilities – may not have the skills to manage their own learning. They might resent having to go through a process that demands personal assessment, planning, justification, and negotiation. This is where the support of the supervisor, training administrator, and the organizational culture becomes important.

Creating a Culture of Continuous Learning

In order to increase an employee's readiness for SDL, the following skills need to be developed:

- Ability to conduct a self-assessment to identify learning needs
- Ability to ask other for help in a non-defensive way
- Ability to identify personal blocks to learning
- Ability to find appropriate resources
- Ability to create a learning plan
- Ability to evaluate own learning process

The Learning Contract

Moving towards a self-directed approach to learning means moving towards a continuous learning mode. One method for planning for your own learning as well as helping others to take control of their learning is to develop a learning contract.

Seven Steps to Creating a Learning Contract

1. Specify the organization's strategic goals and how your individual work contributes to the achievement of those goals
2. Specify how you must change your work to help the organization achieve its goals
3. Specify what you need to learn in order to make those changes
4. Develop a learning plan that includes:
 - what you need to learn
 - what learning resources you will use
 - a schedule of learning activities
5. Specify measures of learning achievements
6. Develop a plan for how you will apply your learning on the job
7. Specify what changes in organizational performance results are expected from the application of your learning to the job



Guidelines for Drafting Your Learning Contract

Date: _____	Contract period: _____
Employee: _____	Supervisor: _____
<u>I. Learning Objectives:</u> <ul style="list-style-type: none">• What specific skill or knowledge do you want to acquire?• What is your current level of knowledge or proficiency in this area?• How will this learning improve your work performance?	<ul style="list-style-type: none">• How does it relate to your long-term career goals?• How will your improved performance relate to your agency's strategic goals?
<u>II. Tasks and Learning Activities</u> <ul style="list-style-type: none">• What will you be doing to acquire the learning described above?	<ul style="list-style-type: none">• Will you be learning from experience, other people, training courses, books and reading, and/or research?
<u>III. List of Resources</u> <ul style="list-style-type: none">• What people, places, and things (i.e. books, videos) will provide you with information, supervision, criticism, or different perspectives?	
<u>IV. Evaluation</u> <ul style="list-style-type: none">• What progress or change in performance will you and your supervisor be looking for?• What other criteria will be used to measure your learning?• How will you communicate with your supervisor?	<ul style="list-style-type: none">• How will you demonstrate your newly-acquired skill?• Will you take a test? Write a report? Will you submit a portfolio?• Besides your supervisor, who will you get feedback from?

How to Link Training Requests to Job Performance

When dealing with a request for training, ask the following questions to probe for specific issues related to job performance.

1. What tasks can employees NOT DO that the course will train them to do?

- Look for job performance tasks that have action verbs and nouns like "delegate work, process a payment voucher, develop a presentation."

2. What impact is this having in your organization?

- Probe for tangible impacts like "increased costs, decreased sales, more customer complaints."

3. What previous training have the employees received on these tasks?

- If they had training on this just 6 months ago and someone is asking for it again, probe to find out what might have happened.

4. What specific productivity improvements do you expect from this proposed course?

- Look for specific performance indicators like "deadlines being met, reduced case backlogs, quality improvements."

5. How will these productivity improvements be measured?

- Try to quantify (e.g. expenditures, response times, customer satisfaction rating) the job performance improvements so they can be easily measured.

6. What other options have been considered to improve the job performance of the employees?

- Guide the requester to other possible options other than training - for example: improving feedback, clarifying standards, providing new tools/equipment.

7. Can you provide me with a list of tasks which the employees perform on the job?

- If the requester can't provide the information, this might indicate that standards and procedures don't exist for the job.

Asking these questions is a great start for analyzing training needs. They could save you valuable time and money spent developing training that is not needed in the first place.

Additional Tip

Incorporate these questions into a training request form to help you weed out the trivial requests for training. Individuals who complete this form will likely come to their own conclusion that training is not what they really need to address a performance issue. Your job is done - fast and efficient!

Source: *Training Insider*, Volume 1 Issue 1. This is an online newsletter published by Langevin Learning Services and can be found at: <http://207.107.10.214/newsletter/index.asp?A=1>

Icebreakers/Activities

Triplet Game: A Personality Test

(source: Workshops by Thiagi, <http://www.thiagi.com/puzzle04.html>)

A triplet is a set of three words that are linked by a common fourth word. Here's an example:

BAG—CONDITIONER—FORCE

What word links these three words? The linking word should appear before or after each of the three words to form well-known compound words or phrases.

The correct answer for this triplet is AIR as in *airbag*, *air conditioner*, and *air force*.

Here are 27 more triplets for you to solve. After you have solved all of them, read the first letters of the link words **for an amazingly accurate listing of your personality traits**.

1. SMOKE - COMPUTER - PLAY
2. GUN - SLOT - TIME
3. BURGLAR - CLOCK - FIRE
4. WEED - WASH - TIME
5. CRIER - DOWN - GHOST
6. PAN - MIX - CHEESE
7. HERRING - CROSS - TAPE
8. EVIL - GLASSES - WITNESS
9. ORANGE - INSURANCE - SECRET
10. BABY - SHOW - DOUBLE
11. TREASURE - BARRIER - EASTER
12. ACTIVE - MAIL - VOTE
13. BODY - CHANNEL - MUFFIN

14. LEADER - WESTERN - LABOR
15. DOUGH - CHEST - CRACKER
16. ROADS - DOUBLE - STITCH
17. PUBLIC - SECOND - POLL
18. TAG - DROPPING - MAIDEN
19. DEATH - FORGE - GIRL
20. MAIL - AMERICAN - LANE
21. SILENT - MARE - CLUB
22. FREE - MAGAZINE - CAPSULE
23. RED - BOTTLE - BLOT
24. NUMBER - JOB - COUPLE
25. BAD - LETTER - LEAK
26. FIRE - WRESTLING - CHAIR
27. BASKET - DETERGENT - DIRTY

Answers —————>

Looking for a creative way to start off a class? Try this opener:

Seating Plan

Ask participants to arrange their seats:

- *alphabetically, according to first name, or*
- *sequentially, in order of birthday month and date*

This activity will not only get participants up and moving around, it will also give them a chance to meet one another.

Source:

Icebreakers: Facilitating Introductions
<http://adulted.about.com/library/blicebreaker1.htm?once=true&>

Answers:
1. Screen, 2. Machine, 3. Alarm, 4. tag,
5. town, 6. Cake, 7. Red, 8. Eye, 9.
Agent, 10. Talk, 11. Island, 12. Voice,
13. English, 14. Union, 15. Nut, 16.
Cross, 17. Opinion, 18. Name, 19. Va
ley, 20. Express, 21. Night, 22. Time, 23.
Ink, 24. Odd, 25. News, 26. Arm, 27.
Laundry
Your personality traits: Smart, creati ve,
unconventional

Finish the Sentence

Go around the room and have each person complete one of these sentences (or something similar):

- The best job I ever had was...
- The worst project I ever worked on was...
- The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a class and you want everyone to introduce themselves, you can have them complete "I am in this class because..."

You can also move on to a new subject by asking a leading question. For example, if you are teaching time management, "The one time I felt most stressed because I did not have enough time was ..."

Communication Awareness

This activity demonstrates how preconceived ideas prevent us from hearing what others want to communicate. Print the following letters on a flipchart or chalkboard. WSODTROW Distribute a piece of paper to all participants and ask them to form two words from the letters. After a few minutes ask participants to share their results. Very few people will use the letters to write, "TWO WORDS" as instructed. The point of the exercise? Every message passes through a series of filters-sender, message, receiver-that vary depending on sex, age, trade, or other characteristics of the communication involved. Awareness that the filters exist can improve communication.

Source: "openers and icebreakers"
<http://www.smp.org/breaker.cfm>

STAND Notes....

Conference Report

This year's conference, held on March 21, 2003, at Polytech, was a great success. It got off to a wild start with keynote speaker Bob Revere talking about the need to make better use of our resources in this fast-paced, information overloaded society we live in today. His presentation ended with an exciting twist when an unusual resource sharing exercises ended with everyone taking home \$10. (When is the last time you went to a conference where the keynote speaker gave out money?) The workshops presented by Bob Challenger (Team Building) and Devona Williams (Dipping into Our Pool) were outstanding and very well received. Overall, I think it is safe to say that this conference was a hit!

This conference, however, would not have been successful without the hard work and dedication of the conference committee. A great big THANK YOU! goes out to the committee—Tracey Connolly, Marcia Roe, and Johnette Graf—for putting on an excellent event.

The committee sends out a very special thank you to two of STAND's very generous sponsors who donated many of the door prizes:

Donald Prouse, President
Domino Pizza, Inc.

Greg Petgas, Owner
Salty Sam's Pier 13

Total Attendance: 36
Overall Evaluations:
43% Excellent—46% Very Good—11% Good

Comments:

I think it was very well planned and timed.
This was my first conference and I had a lot of fun!
Loved the theme!
Revere: Challenging! Some excellent AHAs!
Great ideas—great incentives and toys! Thanks for all the hard work!
Wonderful to begin meeting trainers within the state.
Thanks!
Great conference!

Treasurer's Report

Bank Balance as of August 14, 2003— \$2885.18

Membership Report

Current membership for 2003 is 84.
Membership Directories will be mailed out soon.

Meeting Notes...

May 9, 2003 Meeting at the U of D Paradee Building—Attendance: 24

Business Meeting:

Tracey Connolly facilitated **Executive Board Elections**. Slate of officers:

- ◆ President: Wanda Hyland Isler
- ◆ Program Vice President: Alan Kovitz
- ◆ Communications Vice President: Larry Trunfio
- ◆ Member-at-Large: Pat Burrell

Tracey explained that only current/paid members were eligible to vote. There were no nominations from the floor. 20 ballots were turned in for a unanimous endorsement of the slate as presented.

Resource Sharing:

The Minquidale Fire Hall in New Castle County has a large meeting room with A/V support and catering available. The cost is reasonable (exact amount is unknown).

Program:

The Magic Funnel and the Dark Room: Tips, Tools, and Tactics for Infusing Creativity into your Team! --- presented by Michael Hudson, Everyday Leadership Network. Through lecture, slide show (we received copies), and experiential exercises, we were encouraged/motivated/enthused to think more creatively, not only in our work, but also on a personal level. Michael helped us to look at things from many different perspectives and to be open to the infinite number of ways in which we can explore the opportunities we make available to others, as well as our own limitless possibilities. Participants left the program uplifted and excited. For additional information from Michael, participants can check his website at: www.beaconleadership.com.

Thank you, Tracey, for a great program and a great ending to your tenure as Program VP!!!

Next Meeting

September 12, 2003

Where: **U of D Paradee Bldg.**

Time: 9:30 am —12 pm

Presenter: Sheela Mierson—
President of Creative Learning Solutions

Training Topic

“So You Have to Work with *Who?*”
(Understanding the Opposite Sex)

Women and men in organizations are more successful when they understand the forces that shape the other gender's lives, the reasons for those forces, and how the forces play out in the workplace. In this interactive and engaging session, you will gain insight and learn personal tips for effective interactions with men or women, respectively, in your workplace and maybe in your life.

Additional Meetings

November 14, 2003

Location: U of D Paradee Bldg.
(Dover, DE)

January 9, 2004

Location: U of D Paradee Bldg.
(Dover, DE)

Resource Sharing from the STAND Conference

“Dipping Into Your Tool Bag for Your Favorite Things”

Facilitated by: Dr. Devona E.G. Williams, Goeins-Williams Associates, Inc.

Here is a list of their favorite training things that participants shared during Devona’s workshop:



Favorites



Favorite Icebreakers

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Flip chart pairs and divide into quarters; draw picture of each other and then interview each other• Ask for name and significance• Personal hobby• Ups and downs- respond to group they identify with/ appreciation• GNAP- Greeting, Name, Affiliation, Profession• 4 Windows- Client, Current, Work, Family• Introduce favorite... and why• True/ False game— For small group: have participants introduce themselves using statements about themselves - 1 true, 2 untrue. Have others guess what is true about the person and what is not• Things I’ve Done: similar to T/F game, but this time participants give a list of four things they’ve done—3 fictional and 1 real. Others try to guess which one is real• Tabloid trivia: another version of the T/F game only this time you give 3 truths and 1 lie• Design business card for personality• Negatives to positive• What do you like most about...• Finding the mate | <ul style="list-style-type: none">• Adjective name exercise, cumulative names with adjective, learn names thru repetition• D-I-V-E-R-S-I-T-Y- spell it out each person makes it• Word Games & Brain teasers• Pairs- hand out paper with name and have match• Introduce name and tie to subject matter• Coat of Arms- 5 areas- tell the group to guess who it belongs to• Physical stand up and sort by categories of difference• Hershey bars- “Poker” to wake them up• Use room- put them in groups• Have others introduce each other• 5 things happening at once/ prioritize hidden meaning• Find someone who...• Quiz- longest/shortest• Finding similarities between people• Roll of toilet paper- take as much as need, then ask each according to “need” to tell something they know or learned• 5 things happening at once- put them in order, then look at meaning• Candy• BINGO/Attributes | <ul style="list-style-type: none">• Don't know what it's called, but putting different descriptions" in a block format in little squares and having each participant introduce themselves and try to find someone in the room to fill all their blocks. Usually takes about 5 minutes.• Polling individual information over several days and use the information in training• Brainteasers, word games, riddles• 4 Windows of family• Tell us about the book you are reading• Adjective name exercise• Shipwreck- Pirate Island• Hot potato• Who am I• Back-to-Back Communication• using video clips, music etc. as ice breakers and in ending also.• Small groups identify 3 things they have in common and 3 things that are unique about themselves• Shop talk used to open up meetings and build community. S- significant event in their life, H - Hobby, O - Outstanding person in their life, P - personal goal they are working on• Alphabet game |
|--|--|--|



More Favorites



Favorite Caterers

- Calypso Catering
- Listed 6 times
- Some Guys Bagels
- The Caterers
- Polytech
- Mimi's lunchbox in New Castle
- Pizzadili, Dover
- Modern Maturity Center, Dover

Favorite Facilities

- Paradee Building (Listed 6 times)
- PolyTech (Listed 4 times)
- Delaware Hospital for the Chronically III
- Del DOT Conference Room (the new one)
- Clayton Hall, UD
- DelDOT - Central District (up to 35 people, plenty of parking)
- Wilmington College (Dover)
- Buena Vista (New Castle)
- Belmont Hall (Smyrna)
- Del Tech Terry

What Makes Training Fun?

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Topic for people to talk about and pick up• White paper on tables, "slinkies", crayons, "play-doh"• Rewards for participation• Interactivity, communication, koosh balls, pattern balls in circle• Scavenger hunts, importing information, building blocks• Collages• Interactive chat room approach• Release by "beating" something• Use music• Congo line• Funny Voices• Blowing bubbles• Musical chairs/ sort• Throw balls• Story telling, "Chicken Soup for Soul"• Draw pictures, concepts• Candy• Upbeat music• Props, humor, touch | <ul style="list-style-type: none">• Pipe cleaners, creativity• Competitive activities• Relevant personal stories• Magic• Bad jokes/ jokes• Hide and seek• Sculptuary/ using themes (guess team picture, different perceptions)• Group exercises and change each time• Color mixing• High participation• Massage• Interactive activities for serious minded quiz questions [Interactivities]• Trivia• Quotes/ Current Events• Use kids toys• Cartoons• Group work• Hot and cold• Informative games• Tangibles | <ul style="list-style-type: none">• Visuals & Props (e.g. throw the fish)• Competitive activities- scavenger hunt/ alphabet game/ building blocks• Relevant movie clips• Relevant experiences/ Personal stories• De-stress group- take five minutes and talk about pet peeves• Team building• Pair off and learn something about each other• Opening remarks- acknowledge that the people do not want to be in the class• Pretend to be into your material• Prizes/ Rewards• Have the class moo every time you say "um"• Diversity collage• Internet activity• Starting a topic and having someone else finish it |
|--|---|--|

Training Makers

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Have everyone imagine a "Cabana boy or "girl"• Inclusion• Ground rules• Right to pass• Acknowledge situation• Leave attitudes at the door | <ul style="list-style-type: none">• Express hopes and fears for workshop• Law of 2 feet• Develop and establish culture of acceptance, inclusion and respect• Turn a misstatement around | <ul style="list-style-type: none">• When they just do not get it, have someone else explain it• WIIFM- What is in this for me!• Active listening• Ask a disruptor to leave• Be prepared• Facilitation |
|--|--|--|

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Sharing resources and promoting training and education for professional development

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Some self-directed learning websites

New Corporate University

This site contains a series of interesting and informative articles on self-directed learning. Included are some case studies of companies that have used SDL strategies.

http://www.traininguniversity.com/tu_pi1998ja.php

Self-Directed Learning Web Page

This site is slightly more academic in content. It contains general information about SDL, but has some really good stuff on developing learning contracts and assessing learners readiness for SDL.

<http://www-distance.syr.edu/sdlhome.html>

Overview of Training and Development

This site contains articles and resources on a variety of training and development topics. SDL is just one of the topics covered. New and experienced trainers will find valuable information here as will supervisors, managers, and learners in general.

http://www.mapnp.org/library/trng_dev/trng_dev.htm

Self-Directed Learning as a Development Method

Contains a concise outline of the benefits of SDL and how training programs can support and integrate it into what they already do.

<http://www.dba.co.uk/tips/vol1/self.htm>

Other Interesting Web Sites

Big Dog's Human Resource Development Page

Another training super site. From creating lesson plans to instructional systems design (ISD), this site is an eclectic collection of information on training and development. It contains a complete Training and Development Manual and a variety of sections on things like training news and trends, e-learning, training quotes, training statistics and benchmarking, trainer's toolbox, and book reviews. It even has a free electronic newsletter that you can subscribe to.

<http://www.nwlink.com/~donclark/hrd.html>

Educational Icebreakers

This is not so much a site as a portal to other several sites which offer information about different icebreakers, openers, and activities suited for adult training programs.

<http://adulthood.about.com/cs/icebreakers/>

New Horizons: Learning in the Workplace

Focused on promoting lifelong learning, this site offers a collection of short articles about new learning programs for adults in the workplace, in corporate universities, and in other programs related to improving learning, efficiency, and productivity. Some of the article titles include *Seven Characteristics of Highly Effective Adult Learning Programs* and *Enhancing the Effectiveness of Adult Learning Programs: The Importance of Social and Development Learning*.

http://www.newhorizons.org/lifelong/workplace/front_workplace.htm

The only kind of learning which significantly influences behavior is self-discovered or self-appropriated learning - truth that has been assimilated in experience. - Carl Rogers